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ABSTRACT

The primary goal of this project was to motivate and assist school staffs in planning and implementing effective vocational guidance programs. A second goal was to determine in what ways and under what conditions the vocational guidance series, "Careers in the 70's," contributes positively to vocational guidance programs. High schools in four California districts were selected to participate in this project. A random sample of students from four schools served as subjects. The findings strongly support the value of including the "Careers in the 70's" film series as part of a vocational guidance program. In the four schools included in the project, the films positively affected students' attitudes toward work and motivated them to seek additional information and to make career choices. The films also exposed them to many new jobs and encouraged them to explore other jobs available. However, it was not possible to generalize to programs that would merely show the films without their being an integral part of a planned program. (Author/BW)

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THE ORANGE COUNTY, CALIFORNIA

VOCATIONAL GUIDANCE

RESEARCH STUDY

An Evaluation of Career Guidance Films

Sponsored by:
Orange County Department of Education and
Doubleday Multimedia

Under the Direction of:
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With the cooperation and support of Doubleday Multimedia, Mr. Lloyd Otterman, Director, Research and Development, and the Orange County Superintendent of Schools Office, Mr. C. D. Johnson, coordinator, Guidance Services, four high schools participated in field testing the Doubleday Multimedia vocational guidance film series, CAREERS IN THE 70's, during the 1970-71 school year. Each of the four schools is located in a different school district in Orange County; each has a different socioeconomic pattern, and each planned a vocational guidance program specifically geared to the needs of the school community. The CAREERS IN THE 70's film series was a basic resource in each of the vocational programs.

STATEMENT OF NEED

It is generally recognized that our burgeoning technology will have a profound effect on the occupational lives of most of our current students. We have switched from the ethic of early and stable vocational choice to a posture which recognizes that workers may experience many occupational changes during their work lives. While there is an overabundance of workers in some areas of endeavor, in others the paucity of trained workers is costly to society. Recognizing the need for improved and accelerated vocational education and guidance, our Federal government has appropriated funds to finance vocational education projects throughout the country. The California School Counselors Association in a published leaflet, "Career Guidance - a Major School Function," states:

> "Career guidance is an integral part of the school counseling program. It includes those services and functions which are designed to assist each student to examine realistically his aptitudes, needs, and interests and to make appropriate educational and occupational decisions."

It is important that students be aware of their responsibility to themselves and of their need to make rational decisions regarding occupational education and similar personal choices as they move into a world increasingly influenced by technology. Despite the implications and ramifications of current and project occupational trends upon students' future lives as citizens, an examination of available developed programs

of vocational guidance reveals very little content specifically devoted to motivating pupils to explore, to consider, to aspire, to commit themselves to the pursuit of occupational training and placement.

A recent report of the University of California, Berkeley, Manpower Research team's survey of high school students indicates that students are in a vacuum about the world of work. Less than half the students surveyed had ever discussed jobs with their counselors.

Bentley[1], in a study of high school boys and their fathers, showed that the fathers tended to hold the traditional values of the work-success ethic, future-time orientation, independence and Puritan morality. The boys tended to favor the emerging values of sociability, present-time orientation, conformity, relativistic morality. Our present approach to vocational guidance must be compatible with these emerging values.

Grubb's[2] study of values and choices showed that pupils using programmed text materials valued the self-realization aspects of work more than those who did not have these specific guidance materials. There are many such studies which show that the use of well-prepared visual and printed materials in a vocational guidance program do have an impact upon students' occupational decision making. This evidence clearly demonstrates that there is need for effective materials to support any vocational guidance program.

CHARACTERISTICS OF CAREERS IN THE 70's FILM SERIES

CAREERS IN THE 70's is a vocational guidance series designed to help initiate constructive thinking, to stimulate meaningful classroom discussions and to serve as leverage points for student opinion. The series invites student involvement, and it encourages serious decision making regarding future job careers. It is geared to current teen-age interests and understandings and was expected to make a genuine and unique contribution to the vocational guidance programs in the four target schools.

PROJECT GOALS

The primary goal of the project was to motivate and assist school staffs in planning and implementing effective vocational guidance programs. A

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1. Bentley, Joseph C., "Relationships between traditional-emerging values and vocational-choice variables." Dissertation Abstracts 25, No. 7, 3962. 1965.

2. Grubb, James W., "An experiemental study of the influence of a set of programmed materials on vocational values." Dissertation Abstracts 25, No. 11, 6388. 1965.

second goal was to determine in what ways and under what conditions the vocational guidance series, CAREERS IN THE 70's, contributes positively to vocational guidance programs.

PROJECT OBJECTIVES

1. To assist each of the four target high schools with the development and implementation of a vocational guidance program, including the use of the CAREERS IN THE 70's film series, during the 1970-71 school year.

2. To determine subjects' placement on the following vocational guidance continuum before participation in the program and to measure movement along the continuum after the program.

   a. Awareness of the need to specify a vocational preference.

   b. Use of resources in specification.

   c. Awareness of factors to consider.

   d. Awareness of contingencies which may affect goals.

   e. Differentiation of interests and values.

   f. Awareness of present-future relationships.

   g. Specification of a vocational preference.

   h. Consistency of preference.

   i. Possession of information concerning the preferred occupation.

   j. Wisdom of the vocational preference.

   k. Confidence in a specific preference.

3. To determine whether the vocational guidance program at each school is perceived by students as contributing positively to their vocational planning.

4. To expose students to a broad range of occupations within the major career fields and to introduce students to occupations not known to them before.

5. To determine whether the program increased students' desire to learn more about occupational fields.

6. To determine relative effectiveness of the four different approaches to the use of the films.

7. To determine whether the films positively affect students' attitudes toward work.

8. To determine whether the films help students see relationships between their abilities and interests and their occupational choices.

9. To determine whether the films affect students' decisions about career choices.

10. To determine attitudes of students toward each of the films in the series.

11. To determine whether students perceived the CAREERS IN THE 70's film series as enhancing the vocational guidance program in their schools.

PROCEDURES

High schools in four Orange County districts were selected to participate in this project. Selection was based on two factors: each of the schools was planning to develop a new and coordinated approach to vocational guidance, and each served a different type of socioeconomic community. Before the opening of school in September, 1970, the Directors of Pupil Personnel from these four high schools attended an all-day seminar with the Orange County Coordinator of Guidance, representatives of Doubleday Multimedia, and the investigator. At this time the research design was discussed, modified, and approved as modified. Plans for consultation and direct assistance both from the Orange County Schools' representative and from the consultant were defined. A time schedule was set.

The consultant met with the guidance personnel at each of the schools to review their present vocational guidance program and to assist them in the development of a coordinated program centered around the use of the CAREERS IN THE 70's film series. To facilitate evaluation, Directors of Pupil Personnel were furnished with tables of random numbers for selection of the experimental students, and instruments were developed to elicit responses from students and from adult observers. (See Appendix.) The Orange County Coordinator of Guidance and representatives of Doubleday Multimedia continued contacts with each school, giving assistance when needed.

In each school the Director of Pupil Personnel accepted responsibility for implementing the program as approved. All schools agreed to use the Orange County Priority Survey with the experimental pupils both before and after implementation of the program. (See Appendix.) As a part of each vocational guidance unit, the CAREERS IN THE 70's films were shown to the experimental students, and after each showing, the students

were asked to respond to a questionnaire designed to elicit their immediate reactions to the film. (See Form B Appendix.)

After the subjects had viewed all the films, they were asked to respond to Form D (See Appendix). Form D was designed to gather data pertaining to the objectives of the project.

Completed Priority Surveys and Forms A through D were submitted to Doubleday Multimedia for tabulation.

POPULATION

School A is a new high school in a new, suburban, bedroom community composed of middle-class young families. Total enrollment is 3,523. Ethnic breakdown: 3,343 Anglo, 172 Mexican-American, 4 black, 4 oriental. All 9th and 11th-grade students were included in the program.

School B is a 20-year-old high school in a middle-class community with a stable population. Total enrollment is 1,985. Ethnic breakdown: 1,856 Anglo, 123 Mexican-American, 1 black, 4 oriental, 1 American Indian. One hundred-twenty 11th and 12th-grade students were randomly selected for the program.

School C is a modern high school in an upper-middle and lower-upper-class community. Total enrollment is 2,558. Ethnic breakdown: 2,399 Anglo, 118 Mexican-American, 1 black, 18 oriental, 2 American-Indian, and 20 other non-whites. All 640 ninth-grade students enrolled in freshman orientation participated in the program.

School D is in an older lower and upper-lower-class community. Total enrollment is 2,261. Ethnic breakdown: 1,313 Anglo, 608 Mexican-American, 327 black, 4 oriental, 9 Indian. All ninth-grade students in this school were included in the program.

A random sample of students in schools A, C, and D served as subjects for the project. Students at school B had been randomly selected for participation in the program, so all participants served as subjects.

CHARACTERISTICS OF THE FOUR VOCATIONAL GUIDANCE PROGRAMS

School A established a Career Information Center, including multimedia resources for vocational information, and established a systematic vocational information service for students through classroom and counselor activity. A vocational guidance committee was established, including interested persons from departments, counselors, the assistant principal for guidance, curriculum, and community representatives. The principal purpose of the program was to utilize total resources of the school for the benefit of students' vocational needs.

A vocational guidance unit was established in 9th-grade social studies classes, using the CAREERS IN THE 70's films to stimulate interest and to encourage use of the school's Career Information Center. The objectives of the program were to make use of current curriculum and informational resources, to utilize teacher/counselor backgrounds to identify student vocational needs, to establish a systematic vocational information service for students through classroom and counselor activity, to develop vocational services to assist in the development of student decision-making processes according to individual needs, to produce research data to provide for the modification of current curriculum toward vocational orientation, and to utilize total resources of the school for the benefit of student vocational needs.

School B established a Guidance Information Center to provide a means to better motivate students to explore, to consider, and to commit themselves to a vocational choice which will provide personal satisfaction and fulfillment. Each counselor conducted group sessions with his counselors, presenting the CAREERS IN THE 70's films, conducting group discussions, and encouraging pupils to use the Guidance Information Center. The Guidance Information Center was used as part of the vocational unit, with a counselor as a resource person. The Center is equipped with an 8mm cartridge film projector, an overhead projector, a reader, and a reader-printer to be used with the VIEW (Vital Information for Education and Work) materials, tape recorder, occupational guides from the California Department of Human Resources, career information from junior colleges and private and vocational schools, occupational and military files, and college catalogues. A complete up-to-date occupational and educational library is maintained.

The CAREERS IN THE 70's film series was presented to a random sample of 120 11th and 12th-grade students. Five counselors were involved in the program, presenting the films to small groups and leading the group discussions that followed. Follow-up activities included speakers in the field for each film in the series, utilization of the Career Information Center, and student interviews of alumnae working in the field of interest. Staff members were also invited to view the films related to their departments and were encouraged to use these films in their classes.

The program at school C included all 9th-grade students enrolled in freshman orientation. Each of the films in the CAREERS IN THE 70's series was shown in the school lecture hall, after which students reported to small groups where discussion was led by an upper-class student. Student leaders were trained in group process by Dr. Marilyn Bates, California State College, Fullerton. The films were shown in four sections with approximately 150 pupils in each section. Fifty juniors and seniors were recruited and trained as discussion leaders. There were fifteen to twenty-five students in each small group. The films were shown at the rate of one a week, beginning early in October.

School D pre-tested all ninth graders with the Priority Survey in mid-November. Beginning in January, the CAREERS IN THE 70's films were used

with ninth-grade students in vocational units in English classes. Twenty-three classes were involved with about thirty students in each class. The vocational unit covered four weeks and combined the films with the Self-Assessment and Appraisal Survey, a programmed text developed by Dr. Stanley Ostrum of Santa Clara County. The films and the Self-Assessment instrument were used as stimulators and motivators for students to participate actively in seeking additional career information. To this end an on-campus Career Information Center was established with a variety of vocational resources. The Center contained the CAREERS IN THE 70's films, VIEW materials, a reader-printer, three carrels with programmed instruction, a group counseling center, and miscellaneous vocational books, leaflets, catalogues, etc.

Pre-testing of the students included the Differential Aptitude Tests, the California Achievement Tests, and a vocational interest inventory. A vocational guidance committee was formed, including teachers, counselors, administrators, parents, students, and representatives from the community. A school committee was composed of teachers, students, administrators, counselors, and P.T.A. representatives.

FINDINGS

Schools B and D participated in pre- and post-testing on the Priority Survey and Form A, furnishing data reflecting students' movement along the vocational guidance continuum (See page 3).

In School B 55% of the students moved along the continuum with responses to Form D, crediting the vocational guidance program. In school D 50% of the students moved along the continuum; responses to Forms A and D credited the vocational guidance program for this movement. If we agree with the concerns expressed in the Statement of Need on page 1, we must view this as a very positive result of the program. Apparently, differences in population, grade level, and in vocational guidance program did not make a significant difference in the impact of the program on the students. Whereas the program in general was credited, 62% of the students from school B and 71% of the students from school D specifically credited the film series for moving them toward vocational choice. It will be noted that these percentages are higher than the percentages of students who did move along the continuum. Some students who did not show any change in placement on the continuum indicated a strengthening of their goals as a result of the films.

An interesting finding from the pre- and post-Priority Survey was that in school B 35% of the students changed in their feelings about the appropriateness of the course of study they were pursuing. Thirty percent indicated a decrease in need for help with educational and career plans as a result of the program. Fifty percent of the students in school D changed their opinion about their course of study, and 24% reported a decrease in need for help with educational and career plans. We can assume that this reflects a feeling that they had received the help they needed during the vocational guidance program.

Although Form A was intended only to verify the Priority Survey, some interesting and significant results emerged from the pre-test use of this instrument. Responses are summarized in TABLES II, III, and IV. The tables are presented in terms of percentages. It will be noted that the percentages total more than 100%; this is because many students listed more than one problem, objective or obstacle. The fact that a much larger percentage of 11th-grade students (schools A and B) than 9th-grade students (schools A and C) list indecision about career choice as a problem is important information. Obviously, students' concern increases as they progress toward the time when career choices may be necessary; this does not say that it is desirable for their concern to be delayed until this time. Since this was a pre-test, the responses are probably a function of the fact that beginning 9th-grade students have had little exposure to vocational guidance or even to the necessity to think about career choices. "Insufficient information" responses centered around opportunities available, training requirements, working conditions, salaries, etc. Grade 11 students in school B, an older middle-class school, showed a greater concern for lack of information than those in school A, an upper-middle and lower-class school. The reader is cautioned not to assume that school A had provided a better vocational information program than school B; it is more likely that this result is directly related to the nature of the students' home life: their exposure to successful and satisfied working adults who probably discuss the world of work with their children. The data derived from this study do not give us answers to the "whys," but they do furnish significant information for the schools to work with.

Whereas most counselors will agree that one of their major functions is to help students acquire self-knowledge, only a small percentage of the students see this as a problem. Schools C and D appeared not to understand the use of this form; although their responses are reported in Table 1, they are not considered representative and have not been included in this discussion of results.

Table II reflects responses of the subjects to the portion of the pre-test Form A which asks them to list their objectives for the vocational guidance program in which they were about to participate. A large majority of the students indicated that their objective was to get more information about jobs; they listed such things as job availability, training requirements, benefits, etc. Since school C students appeared to misinterpret this section of the form and named one or more careers instead of listing objectives, their results are not included in this discussion. However, the responses of those students who did interpret the form correctly are shown in Table III. Seventy percent to 90% of the students listed "job information" as a specific objective for the vocational guidance program. "Making a career decision" was listed as an objective by 60% of the students from school B and by 32% of the ninth graders and 15% of the 11th graders in school A. This could be a reflection of the fact that a pre-test on the Priority Survey indicated that a larger percentage of school A's students had already made a career decision. It is interesting to note that 60% of school B students were interested in "learning about new occupations," one of the main strengths of the CAREERS IN THE 70's film series. "Learning where to get training" is obviously more important to 11th-grade

students than to 9th-grade students; 54% of school A's 11th-grade students and 68% of school B's 11th-grade students indicated a desire to learn where to get training; only 30% of school A's 9th-grade students listed this as an objective. Although only a small percentage of students in any of these schools listed "self-knowledge" as a problem, 18% to 30% list "self-assessment" as an objective for the program.

Form A clearly demonstrates the fact that variations in school programs do affect students' activities and attitudes. Form A was administered to the students in small groups by a counselor; as the counselor discussed the form with the students, he obviously affected their responses. The fact that most of the students in school B misinterpreted the objectives section of the form and named careers instead of objectives could not have been accidental. The fact that up to 24% of one group of students in school A listed as an objective "getting more help from the counselor," but none in school B listed this as a factor, again indicates some form of communication from the counselor that affected students' responses. On the other hand, we cannot assume that the narrowness of objectives categories listed by school D was a function of counselor constraints imposed upon the students; it was obvious to the investigator that many of these students have low verbal skills and had difficulty expressing themselves in writing. Such students are unlikely to search for numerous responses, since it is difficult enough for them to write those that first come to their minds.

Table III presents possible obstacles to meeting their objectives. School B students did not respond to this section of Form A, so they are not included in this discussion. The most significant finding on this instrument was that 55% of the students in school D saw money as an obstacle to their plans. The reader is reminded that this school is in a lower to upper-lower-class community with a large percentage of minority students. Only 15% of the 7th-grade students in school A and 20% of the 9th-grade students in school C saw money as an obstacle. Twenty-three percent of the 11th-grade students in school A saw money as an obstacle.

FORM B

Form B shows responses to the individual films in the CAREERS IN THE 70's film series. Table IV shows the percentage of youngsters who stated that a film showed jobs not known to them before.

The fact that these are "feeling" films which really do turn students on and affect their attitudes is obvious in many of their comments:

AGRI-BUSINESS

"It seems to be a lot different from the same old city-type jobs. It seemed to be an enjoyable job."

"The separating the tomatoes from the rocks."

"I liked the chemist and agronomist.

CLERICAL

"I had heard of a key punch operator but I didn't know before this film exactly what the job entailed."

"Yes, it made me interested in key punch operators."

"The job looks sort of interesting and it seems to be quite important."

COMMUNICATIONS

"Everything! I enjoy creative writing-advertising and would very much like getting involved in newspaper reporting."

CONSTRUCTION

"Not a regular job and dangerous."

"It's boring and looks hard."

"I would like to know if there are any schools to go to learn this trade except college."

"I don't like the uncertainty of whether or not you will be laid off."

"It's a man's job."

"You can't work in bad weather."

"The film offered information about apprentice-ship - I didn't know about."

"Most of the jobs in the film were new to me. I never really considered how many different people it takes to build something."

EDUCATION	"The hours you have to work at home are too much."
	"I'd like to learn more about teaching."
	"Everything! This is what I am thinking seriously of taking up. And I have finally decided I want to be a teacher."
	"The film gave very good advice to someone who likes that work."
	"Yes, very much. Even more now. The film showed me even more than what I have researched."
GOVERNMENT SERVICES	"I like all the different jobs involved."
	"Yes, that you can drop out of school and go get an education in taking a subject in business."
	"Seems to be a good job security and you never have to worry about the company going broke. There are some areas I would like to look into further."
	"I liked all of it - didn't know it was even available."
HEALTH SERVICES	"That is what I want to be. I wanted to be a nurse. And this is helping me."
	"I wouldn't like to do it because it would cost too much to go to college."
	"Yes, the nurse in the wheelchair interested me."
	"For me I don't think I'd like this kind of work; but the film was interesting and showed a lot."
LEISURE INDUSTRIES	"It's a fun job."
	"It seems like a free way of living."
	"Hardly no vacations."

MECHANICAL	"I like to work on things to make them work."
	"Not my field."
	"Yes, I never thought of what they did."
	"It showed me some things I didn't really think about."
	"Yes, the airplane mechanic, I never thought of him as a mechanic."
	"Some of the above - I enjoy using my hands for work. However, my occupation will use my brain - I think."
	"Working with your hands."
	"Yes, I didn't know about all the jobs available."
	"I don't like greasy hands."
SALES	"If married you might not see too much of your family or spend as much time with them."
	"That for some of the jobs you don't need that much schooling."
SERVICES GENERAL	"I really don't think I'd like to work in one of these jobs."
	"The film showed different kinds of jobs and the way to start out."
TECHNICIANS	"The ability to design your plans."
	"Everything you do has so much detail."

Table VI presents responses to another section of Form B - whether the student would like to learn more about jobs in the field presented in each film.

The CAREERS IN THE 70's films, according to responses to Form B, did make students aware of many jobs previously unknown to them and did stimulate them to seek further career information. No other available vocational materials present so many jobs in so dynamic a fashion; the films "turn on" students to the extent that they wanted to explore.

FORM D

Responses to Form D yield considerable information of interest and significance. Tables V through X indicate responses to specific questions on Form D. Seventy-two percent to 96% of the students reported that the films had a positive effect on their attitude toward work. It would be difficult to find any other vocational guidance materials that would rate this well with students. Since positive attitudes about work are basic to motivation for seeking information, training, and ultimate placement, the importance of this attitudinal increment cannot be overestimated.

Percentages indicating a desire to seek help concerning their occupational choices after seeing the films were also impressive. From 56% to 83% of the students reported such increased desire. Similarly, 54% to 73% indicated that the films increased their interest in seeking career information. One of the most encouraging responses, which definitely can be attributed to the vocational guidance program, is that 14% to 27% of the students reported making a decision about their career during or after seeing the films. Obviously, the films had a strong impact on these students. Seventy-nine percent to 97% of the students reported that the films stimulated them to learn more about various occupations, and 67% to 99% indicated that the CAREERS IN THE 70's films added to the effectiveness of the vocational guidance program.

Percentage responses to the questions to Form D appeared to be more a function of differences in program than in school populations. This instrument seems to have been most sensitive to program differences. As was noted earlier, responses to Form A were greatly affected by the way individual counselors presented them, and in Form D, also, it appears that the program implementation is a critical factor in affecting students' attitudes. It has long been known that a committed and enthusiastic teacher can do more to inspire a student than one who is erudite but not enthusiastic. A successful vocational guidance program is dependent upon coordinated activities, good materials, time and other resources; but none of these will be effective unless the counselors who are implementing the program are keenly interested in making it work.

CONCLUSIONS

The findings in this report strongly support the value of including the Doubleday Multimedia CAREERS IN THE 70's films as part of a vocational guidance program. Since each of the programs in this project used the films as the core, we cannot generalize to programs that would merely show the films without their being an integral part of a planned program.

In the four schools included in the project, the films did positively affect students' attitudes toward work and motivate them to seek additional information and to make career choices. The films also exposed them to many new jobs and encouraged them to explore other jobs available. Strong vocational guidance programs coordinated with other programs in the schools (schools A, B, D) resulted in a greater percentage of positive responses than the somewhat isolated approach to the films as employed by school C.

TABLE I

FORM A - STUDENTS' STATEMENTS OF VOCATIONAL PROBLEMS

SCHOOL:	A	B	C*	D**
GRADE: 9 %	11 %	11 %	9 %	9 %
Undecided about career choice. 17	60	53	31	6
Insufficient information. 35	28	58	15	6
Insufficient self-knowledge 6	6	5		
Too many interests 14	21	11	8	
Finding right training institution.	14	5		
Job training too long. 2			15	
Low grades. 9		3	6	
Money 4	11	3	18	
Not enough ability.	2			
Chosen career hard to get into. 3	2	2	2	
Too few interests. 3	4		4	
Need help making decision. 3				
No courses available in area of interest. 2				
Lack interest in school. 8				

* Responses from this school were spotty and tended to be capricious.

** Most responses from this school indicated that the subjects misunderstood this portion of the form. Instead they listed desired occupations - one to three choices.

TABLE II

FORM A - STUDENTS' OBJECTIVES FOR THE VOCATIONAL GUIDANCE PROGRAM

SCHOOL:	A	B	C*	D
GRADE: 9 %	11 %	11 %	9 %	9 %
Decide on a career. 32	15	60		
Get more information about jobs. 70	86	80	10	90
Learn about new occupations. 7	14	60		
Learn where to get training. 30	54	68	9	6
Self-assessment. 30	18	24		17
Learn about jobs available immediately after high school. 5		9		
Increase areas of interest		6		
Establish a post-high school plan.		9		
Learn how to use the Career Center.		6		
Learn how to get financial help. 1	7	3		
Get courses related to careers. 4			12	
Get more help from counselor. 7	24		4	12
Meet people with experience in field. 1				5
Learn about military. 1	2			

* Most students from this school misinterpreted this section of the form and named one or more careers.

TABLE III

FORM A - POSSIBLE OBSTACLES TO VOCATIONAL OBJECTIVES

SCHOOL:	A	B	C	D
GRADE:	9	11	11	9	9
	%	%	%	%	%
Money.	15	23		20	55
Low Grades.	10	18		18	29
Not enough talent or ability		3		18	29
Training too hard or too long.	2			8	
Physical barriers (height, age, etc.)	2			10	2
Job availability.	7	8		6	9
Not enough related courses available at high school.	1	2		6	2
Finding right training institution.	1	25		2	
Personal characteristics (temper, impatience, in trouble).	12	4			11
Parents.	1				7
May not like field after getting into it.				2	2
Armed services.	1	2			2
Transportation.					6
Lack of information.	54	33		2	4
Lack of education.	4	2			12
Marriage.	3				21
Lack of experience.	6	6			2
Lack of self-understanding.	3	8			
Need more help from counselor.	5	10			
Difficult to make career decision.	12	11			

*Students at this school did not respond to this section of Form A.

TABLE IV

FORM B - % RESPONDING THAT FILM SHOWED JOBS NOT KNOWN BEFORE

SCHOOL:	GIRLS A %	GIRLS B %	GIRLS C %	GIRLS D %	BOYS A %	BOYS B %	BOYS C %	BOYS D %
Agri-Business	40	57		53	37	48		60
Clerical	67	40	54	60	49	25	40	86
Communications*		48				27		
Construction	17	24	5	11	12	8	6	9
Education	40	30	40	36	27	16	26	13
Government Services	36	32		21	27	20		38
Health Services	40	26		47	32	30		30
Leisure Industries	35	27	20	60	22	24	33	33
Mechanical	31	22	28	44	13	5	24	25
Sales	36	21	32	50	34	31	50	11
Services, General	58	52		74	26	36		71
Technicians		40				22		

* These films were shown only at School B.

TABLE V

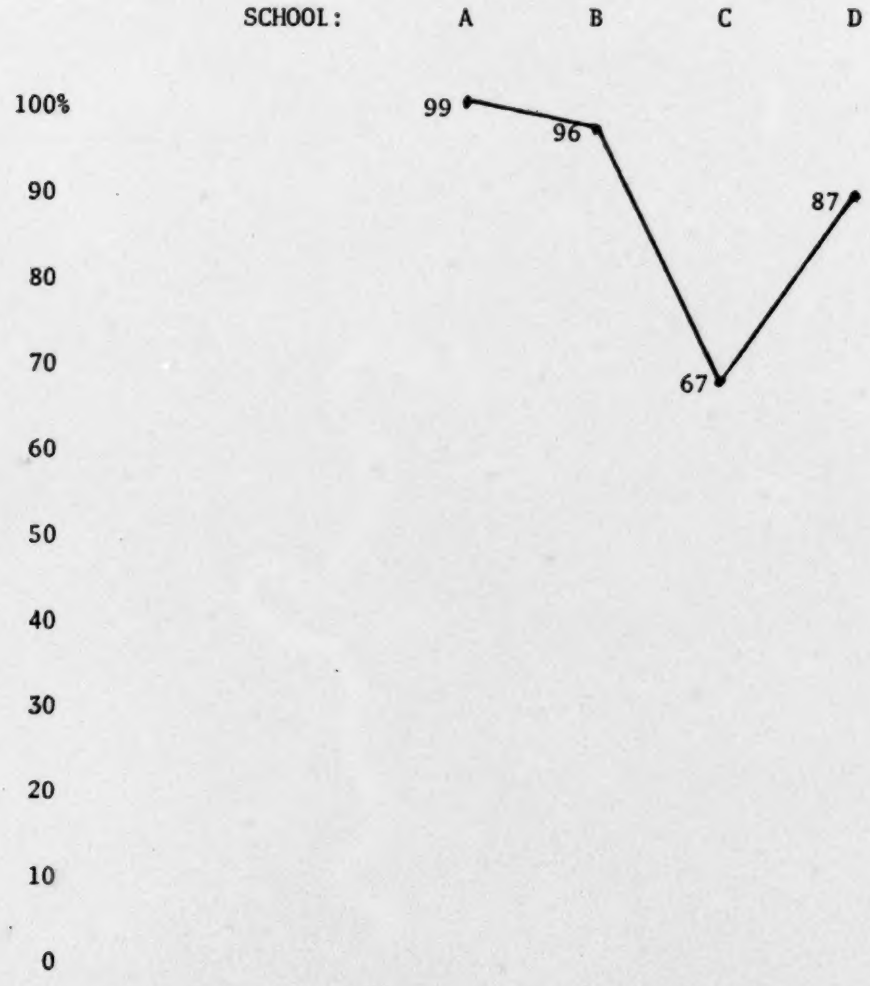
FORM B - % RESPONDING THAT THEY WOULD LIKE TO LEARN MORE ABOUT JOBS SHOWN IN THE FILM

SCHOOL:	GIRLS				BOYS			
	A %	B %	C %	D %	A %	B %	C %	D %
Agri-Business	22	23		36	37	35		60
Clerical	48	38	27	80	32	2	20	28
Communications*		38				51		
Construction	9	9	5	22	71	43	35	55
Education	83	44	68	73	30	38	37	50
Government Services	72	43		50	44	58		38
Health Services	74	54		50	41	34		57
Leisure Industries	48	60	30	20	70	46	33	33
Mechanical	23	2	10	17	76	55	43	75
Sales	40	28	19	33	46	24	5	22
Services, General	83	38		72	60	29		28
Technicians*		31				54		

* These films were viewed only by School B.

TABLE VI

FORM D - % OF STUDENTS RESPONDING THAT THE CAREERS IN THE 70's FILMS ADDED TO THE EFFECTIVENESS OF THE VOCATIONAL GUIDANCE PROGRAM

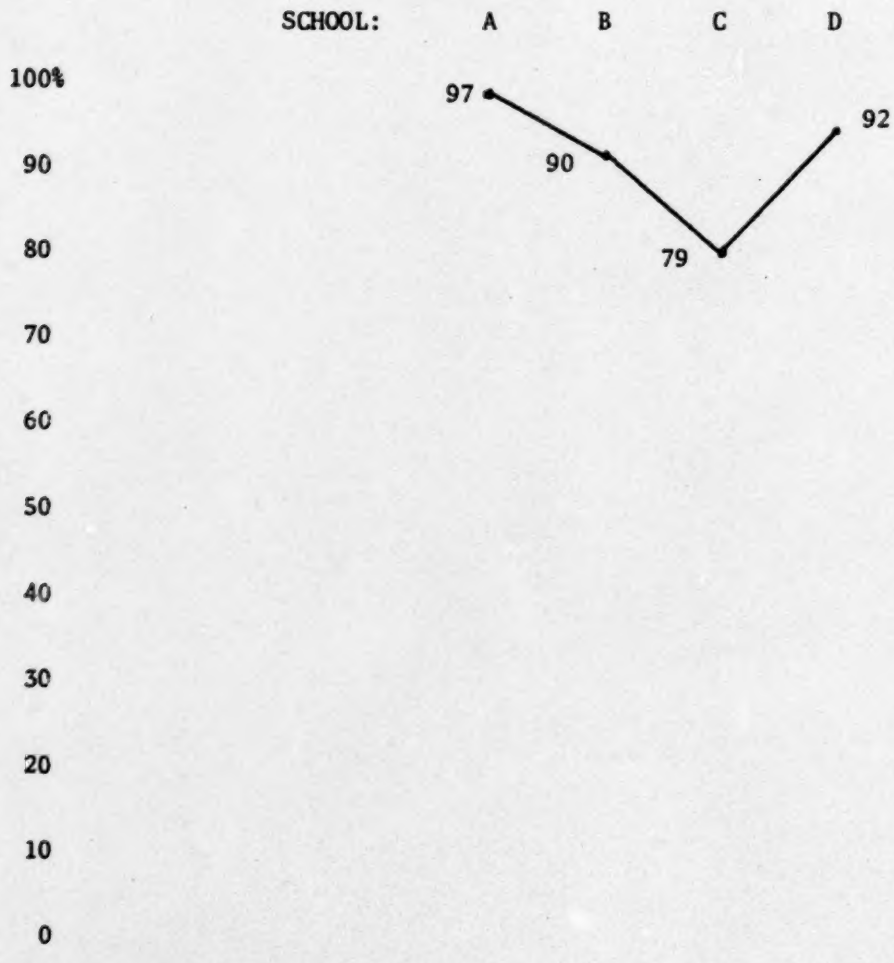


Average of all students - 95%.

* School C was not calculated in this average; since the films series was the program at that school, the question did not apply.

TABLE VII

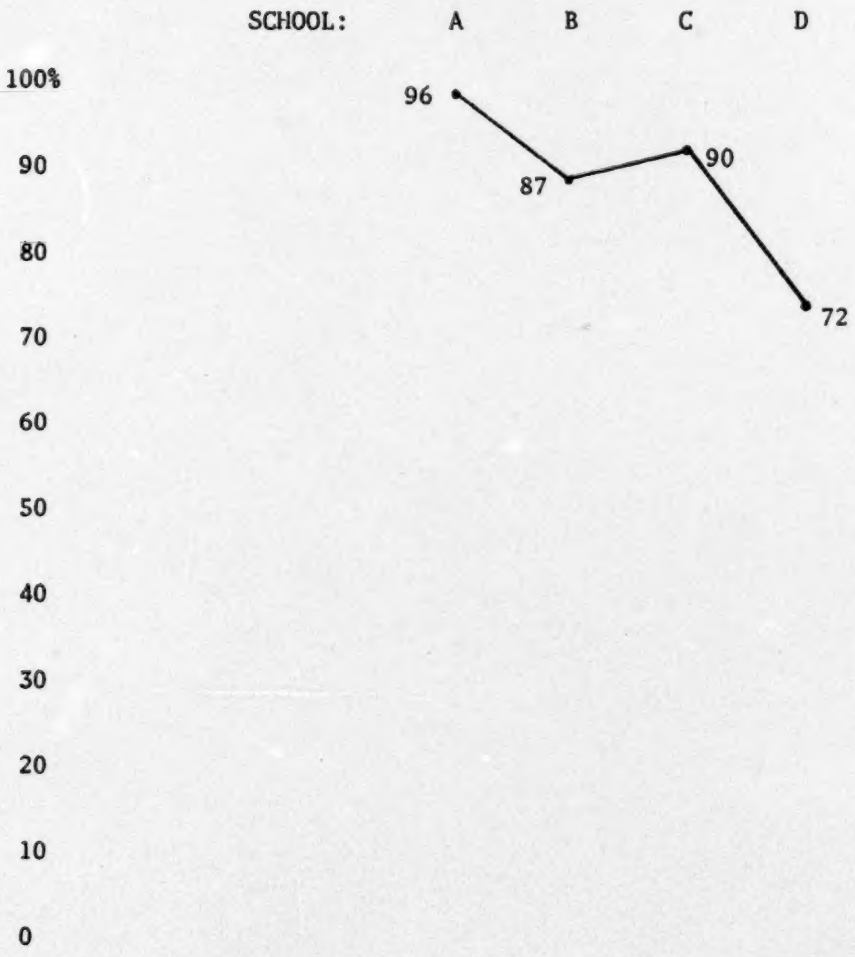
FORM D - % OF STUDENTS RESPONDING THAT THE FILMS STIMULATED THEIR INTEREST TO LEARN MORE ABOUT VARIOUS OCCUPATIONS



Average of all students - 90%.

TABLE VIII

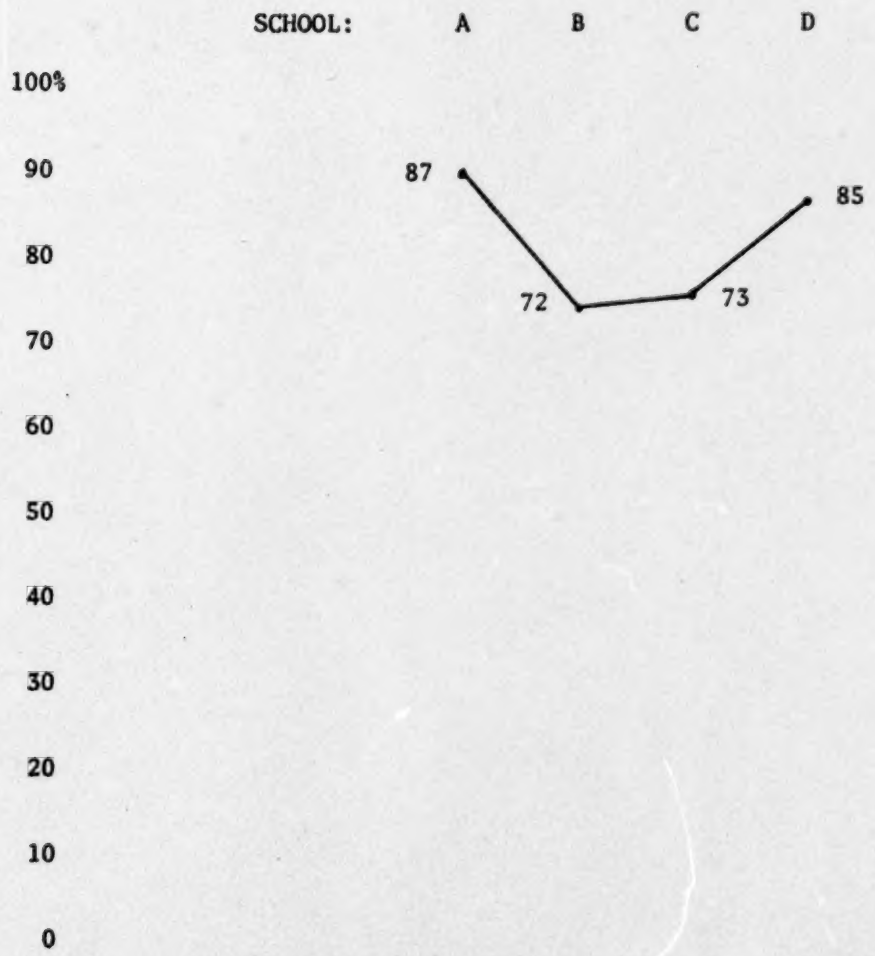
FORM D - % OF STUDENTS RESPONDING THAT THE FILMS HAD A POSITIVE EFFECT ON THEIR ATTITUDE TOWARD WORK



Average of all students - 86%.

TABLE IX

FORM D - % OF STUDENTS RESPONDING THAT THE FILMS HELPED THEM UNDERSTAND THE RELATIONSHIP BETWEEN THEIR OWN ABILITIES AND INTERESTS AND THEIR OCCUPATIONAL CHOICE



Average of all students - 80%.

TABLE X

FORM D - % OF STUDENTS RESPONDING THAT THE FILMS AFFECTED WHAT THEY HOPED TO DO FOR A LIVING